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ABSTRACT

In response to a request from the Board of Governors, the California Community Colleges' Office of the Chancellor undertook a study to determine the extent and characteristics of faculty internship programs in system colleges. In April 1995, surveys were mailed to human resource directors and chief instructional officers at all 106 community colleges in the state, with responses received from all the colleges. Study findings included the following: (1) 59 colleges in 41 districts reported at least one teaching or faculty intern in 1994-95, amounting to 239 teaching and 77 non-teaching interns; (2) interns were most frequently employed in counseling divisions, while the most common field for teaching interns was English and no interns were reported for health occupations and engineering-related technologies; (3) colleges without any interns reported budget and organizational or governance problems as the most frequent reasons; and (4) the average compensation per intern was $543 per term, while mentors received an average of $365 per intern per term. Information on the background and growth of internship programs in the state and; a report of progress made by regional internship projects in the Bay Area, Los Angeles-Orange County, Northern California, and San Diego; and six recommendations are included. The survey instrument and state regulations on faculty interns are appended. (HAA)

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Faculty Internships in California Community Colleges

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April 1996

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Faculty Internships in California Community Colleges

April 1996

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April 1996

FACULTY INTERNSHIPS IN CALIFORNIA COMMUNITY COLLEGES

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FACULTY INTERNSHIPS IN CALIFORNIA COMMUNITY COLLEGES

Executive Summary

In response to a query from the Board of Governors' Committee on Equity, Diversity, and Human Resources, a survey was taken in Spring 1995 regarding faculty internships. Responses were obtained for all colleges.

Fifty-nine colleges reported having at least one teaching or non-teaching faculty intern during 1994-95. There were 239 teaching and 77 non-teaching faculty interns reported, but only about half were in diversity-oriented programs; the rest were filling departmental needs or requirements of a graduate program.

The disciplines served by interns were generally the same as the disciplines of greatest hiring activity—counseling, English, math, business, social sciences, etc.—with the noteworthy exception of a total lack of interns in health occupations and engineering-related technologies. Interns were drawn predominantly from the California State University system.

Four "regional coordinating faculty internship projects," funded by special diversity grants through the Chancellor's Office, placed 71 interns. Twelve district-sponsored diversity internship programs placed 96 interns. Those colleges without any interns reported budget and organizational or governance problems as the most frequent reasons.

About a third of the interns were employed as part-time faculty members; but most were employed as teaching or service assistants under the continual supervision of a regularly qualified faculty member. Those employed as part-time faculty "teachers of record" are subject to special Title 5 regulations adopted by the Board (Sections 53500-53502), while those working under continual supervision may be selected and employed under district policies without regard to Title 5. Average intern compensation for those who worked as assistants was $543 per term.

Average mentor compensation was $365 per term; at several colleges mentors volunteered and one provided flex credit. The average intern-mentor contact, aside from in-class time, was reported as about one and a third hours per week. Supplemental teaching workshops were provided for interns at several districts.

The report details the historical background of faculty internships, including the use of the "Partial Fulfillment" credential, the intern provisions of AB 1725, the adoption of Title 5 regulations, the development of an Academic Senate model, and the provision of special Chancellor's Office grants. A significant recent development is the passage of AB 446, which authorizes the inclusion of vocational disciplines in internship programs.

The following recommendations are presented:

1) Continue State support for internship projects, but shift focus to outcomes.
2) Collect better data on what happens to interns after their internship period.
3) Request Academic Senate to sponsor workshops on internship.
4) Encourage use of flex time to compensate mentors.
5) Adopt regulations authorizing vocational interns.
6) Seek additional sources of funding, including encouraging districts to consider the use of faculty and staff development funds.

FACULTY INTERNSHIPS IN CALIFORNIA COMMUNITY COLLEGES

Introduction

This report is in response to a request from the Board of Governors' Committee on Equity, Diversity, and Human Resources for information on faculty internships throughout the California Community College system. It also explores a practice which has been of growing interest to community college districts for almost a decade. No survey or report on internships has been previously published by the Chancellor's Office.

In July 1994, the Human Resources Division presented a report to the Board on the establishment of four "regional coordinating faculty internship projects." These projects were supported from the Faculty and Staff Diversity Fund, mainly for the purpose of increasing the numbers of successful applicants for regular full- and part-time faculty positions from historically underrepresented groups.

The Committee on Equity, Diversity, and Human Resources noted that, although 48 colleges would be potentially involved in the regional internship efforts, that still left over half the system outside these consortia. The committee requested information on what other efforts districts might be making on their own to set up internships. As a result, the Human Resources Division conducted the survey which forms the heart of this report.

The concept of faculty internships has evoked attention not only from individual districts, but also from the Legislature, the Academic Senate, and the Chancellor's Office for several years. A discussion of policy development regarding internships will be found in the section entitled "Background and Growth of Internship Programs" (page 33).

Survey of Internships, 1994-95

Survey Process and Response

A questionnaire was prepared and mailed, with a letter explaining the survey, in April 1995. They were sent to all human resource directors and all chief instructional officers at colleges and at district offices. Telephone follow-up was undertaken in August and September until responses were obtained covering all 106 colleges in the system.

In some cases, more than one response was received for a particular college—and these responses did not always agree. Generally, this was because a human

resources officer might not be aware of unpaid graduate student interns known to the chief instructional officer. But also in a couple of cases, personnel responding for a college seemed unaware of interns that it was hosting via a program operated through the district office in a multi-campus district.

The questionnaire and transmittal letter are reproduced as Appendix A.

Intern Census

Number of Colleges With Interns

Fifty-nine colleges (55.7 percent of the total) in 41 districts reported they had at least one teaching or faculty intern during 1994-95. Eight of these, however, had only counseling interns. (See section on "Non-teaching Interns.") Eleven colleges, including five of those that had only counseling interns, offered only unpaid internships, sometimes of an informal nature. Hence, only 45.3 percent of our system's colleges had one or more paid faculty intern in 1994-95.

Table A on the following page shows colleges that did and did not have at least one faculty intern.

Table A: Colleges With & Without at Least One Intern in 1994-95

Colleges That Had at Least One Faculty or Teaching Intern (Paid or Unpaid) in 1994-85	Colleges That Had No Faculty or Teaching Interns in 1994-85
Alameda[1]	Allan Hancock[3]
American River	Antelope Valley[3]
Butte[1]	Bakersfield
Cerritos[1]	Barstow
Chabot[1]	Cabrillo[3]
Chaffey	Canada
Columbia[2]	Canyons[3]
Compton[1]	Cerro Coso
Contra Costa	Citrus
Consumes River	Coastline[3]
Cuesta[2]	Crafton Hills
Cuyamaca[1]	Cypress
DeAnza[1]	Desert
Diablo Valley	Feather River
East Los Angeles[1]	Foothill[3]
El Camino[1]	Gavilan[3]
Evergreen[1]	Glendale[3]
Fresno City	Imperial Valley
Fullerton[1]	Irvine Valley[3]
Golden West[1,2]	Lake Tahoe
Grossmont[1]	Lassen
Hartnell[1]	Los Medanos
Kings River	Mendocino
Laney	Merced
Las Positas[1]	Merritt
Long Beach[1]	Monterey Peninsula
Los Angeles City[1]	Moorpark[3]
Los Angeles Harbor[1,2]	Mt. San Jacinto
Los Angeles Mission[1]	Napa
Los Angeles Pierce[1]	Orange Coast[3]
Los Angeles Southwest[1]	Oxnard[3]
Los Angeles Trade-Tech[1]	Palo Verde
Los Angeles Valley[1]	Pasadena[3]
Marin	Porterville
MiraCosta[1]	Saddleback[3]
Modesto	San Bernadino Valley[3]
Mt. San Antonio[1]	San Joaquin Delta[3]

Colleges with Interns	Colleges with No Interns
Ohlone[1]	San Jose City[3]
Palomar[1]	Santa Barbara
Rancho Santiago[1]	Sequoias[3]
Redwoods[1]	Skyline
Rio Hondo[1]	Solano[3]
Riverside	Taft
Sacramento City	Ventura[3]
San Diego City[1]	Vista
San Diego Mesa[1]	West Hills
San Diego Miramar[1]	Mission[3]
San Francisco City[2]	
San Mateo[2]	
Santa Monica[2]	
Santa Rosa	
Shasta[1]	
Sierra	
Siskiyous[1]	
Southwestern[1]	
Victor Valley	
West Los Angeles[1]	
West Valley[1]	
Yuba[1,2]	

[1] belongs to a regional coordinating faculty internship consortium

[2] counseling interns only

[3] expresses interest, or has had interns in past, or has one or more in 1995-96, or belongs to a district that is part of a regional consortium

Number of Teaching Interns

Colleges reported a total of 238 teaching interns placed in 1994-95. This is a substantial number and obviously would represent a major contribution to diversity if all these interns were from underrepresented groups and were placed in regular employment in the community college system. However, probably only somewhere between one-half and 60 percent of these interns are selected for diversity. The total includes 40 cosmetology interns at Riverside, as well as 24 graduate students at Butte, and lesser numbers elsewhere, who are employed as part-time instructors by academic departments, primarily to meet program needs rather than for diversity purposes.

Although interns are geographically distributed around the state, there are more of them in Southern California, and there are very few in rural or geographically isolated colleges, except for some colleges in the Northern California regional consortium.

Figures on numbers of interns expected for 1995-96 turned out to be unreliable. It is not possible from the survey to say whether our system is likely to have more or fewer faculty interns in 1995-96 than in 1994-95; however, we do know that a few programs are attempting to expand and a few districts intend to start new programs in 1995-96.

Table B on the following page shows the number of teaching and non-teaching interns at each college that had one or more faculty intern in 1994-95.

Table B: Faculty Interns Placed in 1994-95				
College	Number of Teaching Interns	# of Non-teaching Interns	Most Frequent Disciplines	Most Frequent Universities
Alameda*	6		English, ESL, biology, chemistry, business, computer info. systems	UC Berkeley, CSU San Francisco, CSU Hayward, Mills, UC Santa Cruz, JFK U., Golden Gate, Stanford, UC Davis
American River	3			
Butte*	27		English, ESL, math	CSU Chico, CSU Sacramento
Cerritos*	15	1	history, English, political science, philosophy, speech, counseling	UC Irvine, Clarement, CSU Fullerton, CSU Dominguez Hills, CSU Long Beach, UCLA, USC, CSU Northridge, CSULA
Chabot*	2		ESL, English	CSU Hayward, CSU San Jose
Chaffey	3	3	counseling, business	
Columbia		1	counseling	CSU Stanislaus
Compton	2		ESL	CSU Dominguez Hills, CSULA, CSU Long Beach
Contra Costa	2	1	English, counseling, chemistry	
Cosumnes River	7		English	CSU Sacramento
Cuesta		2	counseling	CalPoly San Luis Obispo
Cuyamaca*	2		English. computer science	CSU San Diego

College	# Teaching	# Non-teaching	Disciplines	Universities
DeAnza*	7		developmental English	UC Berkeley, CSU San Francisco
Diablo Valley	2		biology, engineering	
East Los Angeles	2		business, computer science	CSULA, USC, CSU Dominguez Hills
El Camino*	3		sociology, psychology, philosophy	CSU Dominguez Hills, Calf. School of Professional Psychology, Claremont
Evergreen*	2		Mexican-American studies, accounting	CSU San Jose, CSU Hayward
Fresno City	4	1	cultural studies, humanities, counseling	
Fullerton*	15		social sciences, humanities, business, biology	CSU Fullerton, CSU Dominguez Hills
Golden West*		1	counseling	CSU Fullerton, CSU Long Beach, CSU Dominguez Hills, UC Irvine
Grossmont*	3	2	counseling, library, Spanish, math	CSU San Diego, New Mexico State, Wayne State
Hartnell*	1		math	Golden Gate U.
Kings River	3		"across the campus"	CSU Fresno, Fresno Pacific
Laney	5	1	art, anthropology, political science, history, counseling, nutrition	UC Berkeley, CSU San Francisco, CSU Hayward, Mills, UC Santa Cruz, JFK U., Golden Gate, Stanford, UC Davis

College	# Teaching	# Non-teaching	Disciplines	Universities
Las Positas*	1		math, English	CSU San Jose, CSU Hayward
Long Beach*	2		history, math	CSU Long Beach
Los Angeles City	2		business, computer science	CSU Los Angeles, USC, CSU Dominguez Hills
Los Angeles Harbor		2	counseling	CSU Dominguez Hills, CSULA
Los Angeles Mission	2		business, computer science	CSULA, USC, CSU Dominguez Hills
Los Angeles Pierce	2		business, computer science	CSULA, USC, CSU Dominguez Hills
Los Angeles Southwest	2		business, computer science	CSULA, USC, CSU Dominguez Hills
Los Angeles Trade-Tech	2		office administration, math, history	CSU and UC system
Los Angeles Valley	2		business, math, political science	CSU Dominguez Hills
Marin	2		behavioral science	CSU San Francisco
MiraCosta*	3	1	counseling, psychology, music, health	
Modesto	1		behavioral & social sciences	U. of Pacific, CSU Stanislaus, UC Davis, CSU Fresno, CSU Sacramento
Mt. San Antonio*	2		English, business administration, math, biology	CalPoly Pomona
Ohlone*	1		English, math, speech, social sciences	CSU Hayward

College	# Teaching	# Non-teaching	Disciplines	Universities
Palomar*	10		business, social sciences, English, math	CSU San Marcos
Rancho Santiago*	5	31	audiology/speech pathology, human development, psychology, phys ed.	teaching interns: UCLA, Pepperdine, CSULA, Adams State College. Audiology/speech pathology interns: CSULA, CSU Long Beach, CSU Fullerton
Redwoods*	2	1	research, social science, physical science, math	CSU Humboldt
Rio Hondo*	2	1	counseling, human relations/business, criminal justice	
Riverside	48		cosmetology (40), English (4), business & computer info. systems (4)	CSU San Bernadino, Loma Linda, La Sierra U., Calf Baptist Coll., Redlands, UC Riverside
Sacramento City	3			
San Diego City*	2		chemical dependency, child development	CSU San Diego, UC San Diego
San Diego Mesa*	3	1	communications, counseling, math, creative writing	UC San Diego, CSU San Diego, Harvard
San Diego Miramar*	2	1	English, Spanish, math, counseling, biology	CSU San Diego
San Francisco City		1	counseling	CSU San Francisco

College	# Teaching	# Non-teaching	Disciplines	Universities
San Mateo		17	counseling, psychological disabilities	CSU San Francisco, Santa Clara U., CSU Hayward, JFK U., Notre Dame, Cal. Inst. of Integral Studies, Cal. School of Prof. Psych.
Santa Monica		5	counseling	CSU Dominguez Hills, Northridge, LA, Loyala Marymount, UCLA
Santa Rosa	3		history, English, child development	CSU Sonoma
Shasta*	1	1	English, counseling, psychology	CSU Sacramento, U. of LaVerne, Simpson College
Sierra	2		administration of justice, Spanish, counseling, political science	CSU Sacramento, UC Davis
Siskiyous*	3	1	counseling, Spanish, math, phys. ed. (coaching)	CSU Sacramento
Southwestern*	3		fine arts, humanities, communications	CSU San Diego, UC San Diego
Victor Valley	3		English	CSU San Bernadino, UC Riverside
West Los Angeles	2		business, computer science	CSU Los Angeles, USC, CSU Dominguez Hills
West Valley*	5		math, ESL, English	CSU Hayward, CSU San Jose
Yuba*		1	counseling, English, speech	National U., CSU Sacramento

College	# Teaching	# Non-teaching	Disciplines	Universities
* belonged to a regional internship consortium	Total: 239	Total: 77		
Total teaching and non teaching faculty interns	**316**			

Non-teaching Interns

Seventy-seven faculty interns who did not teach courses were reported for 1994-95, as displayed in Table B; most of these were counseling interns.

There are over a thousand counselors employed in the California community college system. Counseling is not only among the largest faculty disciplines in terms of numbers employed, but is also one of the disciplines in which turnover and new openings are highest. Therefore internship placements in counseling may be a good source for developing diversity hires. However, that is not the only reason there are many counseling interns. This is also a field in which graduate students are required to perform internships as part of their educational program, and degree recipients are required to complete additional clinical hours before qualifying for a professional license (usually for the Marriage, Family and Child Counselor license).

There was also one librarian intern and one research intern.

A large group (31) of speech/language pathology and audiology interns was reported at Rancho Santiago College. Colleges with large programs for students with disabilities constitute good sites for these clinical internships, which are also required as part of the graduate students' program, and there may be other such internships that were not reported because only the enabling center is aware of them. Speech pathologists and audiologists, however, constitute only a small number of community college faculty; nor is it likely these internships are focused on diversity.

Unpaid Internships

The formally organized internship programs that exist on an institutional level at the community college campus generally compensate the interns in varying amounts. However, the number of unpaid internships probably equals the number of such paid situations.

Students performing an internship as a clinical portion of their graduate programs are almost always unpaid, of course. In addition, there are a few professional education graduate programs that place teaching interns as "student teachers," as part of the program. Notable among these is the Community College Teaching Certificate Program at CSU Dominguez Hills, which contributes interns to several Southern California colleges.

Many unpaid internships are arranged at the departmental level, or even by an individual student and faculty member. Students may earn graduate program credit by arrangement for working with a community college instructor. There is no way of knowing the extent to which such arrangements contribute to diversity. A

description from a dean at Cosumnes River College characterizes one of the more organized of such unpaid internship arrangements:

> This is an English Composition internship with CSU [Sacramento] . . . Shirle Meyer, CSUS professor, sends me names of interns who have expressed an interest in working at CRC. I team these students with mentors from our faculty. Dr. Meyer observes them at least once teaching the class they work in with their mentor.

Most Frequent Disciplines

Survey respondents were asked to indicate, not the disciplines of all their interns, but rather the "most frequent disciplines for interns." Thus the responses are impressionistic and do not represent a specific survey of the disciplines of all 1994-95 interns.

The single most common discipline mentioned was counseling (21 mentions). As discussed above, there are many unpaid as well as paid internships in this field.

The dominant teaching field for interns was English, with 19 mentions (and one mention for creative writing). English as a Second Language received five mentions. Speech or communications also received five mentions.

Mathematics was next with 16 mentions as a "most frequent" discipline for interns. This was surprising in light of the complaints of a couple of colleges that intern applicants were difficult to find in math and sciences.

Business and accounting received a total of 15 mentions as a most frequent discipline, and office administration was mentioned once. Computer science or computer information systems received eight mentions. However, other vocational fields were almost completely lacking, with only one mention each of administration of justice, nutrition, and cosmetology, and two mentions of child development.

Social sciences were fairly well represented, with six references to "social science," five references to history, four to political science, and one reference each to anthropology and sociology. Also, psychology or "behavioral science" was mentioned six times.

Although biology was mentioned five times as a "most frequent discipline," the physical sciences were quite poorly represented, with only two mentions of chemistry, and none of earth science or physics.

There were a sprinkling of mentions of internships in fine arts and miscellaneous fields of the humanities. The only foreign language represented, however, was Spanish, with four mentions.

The most frequent disciplines for faculty interns parallel the disciplines with the greatest proportion of teaching jobs, recruitment and new hires in our system, as shown by figures from the Management Information System, with certain important variations. Although English, the humanities, social sciences, math, and business all seem to be represented within internship programs in rough proportion to their share of the teaching workforce, the physical sciences are clearly underrepresented, and the enormous vocational categories of "engineering and related technologies" and health are missing altogether. These two are among the top faculty hiring categories.

Probably a major reason for the lack of internships in health fields is the special level of oversight required, by licensing laws, for instruction in those fields. But the lack of internships in "engineering and related technologies" (e.g., such fields as automotive mechanics, drafting, welding, printing, etc.) is almost certainly due to the present law authorizing faculty internships, which restricts internships to advanced graduate students, thus effectively limiting these programs to academic fields. Fortunately, a bill sponsored by the Board of Governors (AB 446, Archie-Hudson) has recently been signed into law, which could open up internship programs to include vocational fields.

Most Frequent Universities

Interns were drawn overwhelmingly from the California State University system and the University of California. All 20 CSU campuses were cited as sources for interns depending on the location of the community college, as well as seven of UC's general campuses (all except Santa Barbara).

Independent colleges in California which provided interns included Stanford, Claremont, Santa Clara, the University of Southern California, the University of the Pacific, Mills College, Loma Linda, Loyala Marymount, Pepperdine, Redlands, John F. Kennedy, National, Golden Gate, La Verne, and several others.

A number of counseling interns were drawn from the several campuses around the state of the California School of Professional Psychology.

Interns were also recruited from a few out-of-state colleges, including Harvard, Adams State College, Simpson, New Mexico State, and Wayne State.

Internship Programs

Internships Within the Regional Consortia

The four "regional coordinating faculty internship projects," funded by the Chancellor's Office during 1994-95, placed 71 interns in that academic year. Nearly all of these interns were ethnic minorities, women, or persons with

disabilities, since recruitment was specifically focused on those groups. The interns within these regional projects accounted for 22.5 percent of all the teaching and nonteaching faculty interns in the system, and probably a little less than half of all internships targeted specifically toward diversity.

There were a number of districts taking interns from the regional projects that also have their own "home-grown" district internship programs, including Cerritos, Palomar, North Orange, and Peralta. (See following section, "District Programs Other than the Regional Consortia".) In these cases the numbers in the tables have been checked so that each intern is displayed only once, according to whether that intern was recruited by the regional project or the district's own program.

A fuller account of the regional internship projects is provided in the section titled "Progress of Regional Projects" (page 38).

The disciplines in which interns were placed by the regional projects generally resemble the distribution of intern placements reported statewide, with a few variations. English, ESL and the social sciences are well represented, math and the natural sciences somewhat less well, and business hardly at all. The most marked variation, however, is that there is a high concentration in psychology and counseling among the interns in the regional coordinating projects. The fields of psychology and counseling each accounted for nine interns out of the 71. Since psychology is not one of the high-turnover disciplines (it provided only 1.2 percent of all new full-time faculty hires over a five-year period), it is not clear how participating colleges expect that these interns will be absorbed.

Table C on the following page shows numbers of interns placed through the efforts of the four regional projects, and the project directors and contact numbers.

Table C: Interns Placed by Regional Coordinating Faculty Internship Projects, 1994-95			
Project and Coordinator	**College**	**Number of Interns**	**Total Placed by Project**
Bay Area Monica Flores-Mason, West Valley College (408) 741-2490	Alameda Chabot Evergreen Valley Hartnell Las Positas Ohlone West Valley	1 2 2 1 1 1 5	13
Los Angeles-Orange County Virginia Romero, Cerrritos College (310) 860-2451, Ext. 2147	Cerritos El Camino Fullerton Long Beach Mt. San Antonio Rancho Santiago Rio Hondo	2 3 1 2 2 5 3	18
Northern California Fusako Yokotobi, Butte College (916) 895-2400	Butte Redwoods Shasta Siskiyous Yuba	4 2 2 4 1	13
San Diego Area Annjennette McFarlin, Grossmont College (619) 465-1700, Ext. 283	Cuyamaca Grossmont MiraCosta Palomar San Diego City San Diego Mesa San Diego Miramar Southwestern	2 5 4 4 2 4 3 3	27
Total 1994-95 Interns Placed by Regional Projects:			71

District Programs Other Than the Regional Consortia

Twelve formal, institutionally sanctioned internship programs outside of the four "regional coordinating internship projects" were identified as operating during 1994-95. These are programs that are specifically focused on finding interns from underrepresented groups. Geographically, these programs were well dispersed around the state, although all were in urban areas.

These programs existed in a number of large, multi-campus districts. In fact, the twelve districts that have diversity internship programs comprise 30 colleges, although only 24 of those actually took interns during 1993-94. In addition, another three-college district, the Ventura district, is starting a new diversity internship program in Spring 1996.

The independent district programs reported placing 96 interns, significantly more than the 71 placed by the regional projects. This represented 30.4 percent of all the teaching and non-teaching faculty interns identified in the survey. Almost all of these interns are from historically underrepresented groups.

Several of these independent district internship were initially started with the help of "special project" grants from the AB 1725 Faculty and Staff Diversity Fund, administered through the Chancellor's Office Human Resources Division during the early 90's. Some, though, were started with local resources as early as the late 80's. Other district diversity internship programs have come and gone for various reasons, as noted in the section on "Colleges With No Interns." An example is the San Jose-Evergreen mentoring project, which received much favorable attention a few years ago, but which folded when special support funding was no longer available.

The majority of the district internship programs classify their graduate students as teaching assistants. However, at Chaffey, Contra Costa, and Peralta, the interns are classified as part-time faculty, and at Palomar they start out as assistants and become faculty. The State Center program is unique in offering its interns a 50% load assignment with most of the perquisites associated with regular faculty status. This program has already successfully placed a few of its graduates in full-time employment.

Table D on the following pages displays the community college districts with their own diversity internship programs, and the numbers of interns they reported for 1994-95.

Table D: Formal Internship Programs Other than Regional Projects

District and Program Name	Contact Person and Number	# of 94-95 Interns	Comments
Cerritos "Teaching Assistant Program"	Ana Torres-Bower (310) 860-2541, Ext. 2773	14	Started in 1993-94 with diversity grant from Chancellor's Office; continuing without any categorical funds. Interns assist mentor teacher, receive $600 stipend and free parking.
Chaffey "Transitions to Diversity"	Kathy Brindell (909) 941-2456	6	Partially funded by district's diversity allocation. Interns are part-time faculty and are paid on regular pt scale, plus $100 stipend for special workshop.
Contra Costa "Faculty Internship Program"	Ann Duncan (510) 229-1000, Ext. 282	2	Policy follows Title 5 regulations closely. Interns are pt faculty and also get a special teaching techniques seminar. Only Diablo Valley participated in 94-95, but Contra Costa is expected to take interns in 95-96.
Los Rios "Internship Program for Ethnic Minorities and Women"	Lawrence Dun (916) 568-3102	10	Established in 1991 with Chancellor's Office grant; continued with categorical diversity allocation. Interns are teaching assistants. Program may take vocational interns. Interns get $1,000 stipend.
Los Angeles "Project MATCH (Mentors Act to Change History)"	Judith Rose (213) 744-9052	18	Started 1991; continued with district funds; places two interns in each college every year as teaching assistants. Interns get $800 and attend summer training institute and Saturday workshops.
North Orange "Intern-Mentor Program for Minority Students"	George Beloz (714) 992-7720	15	Program begun locally in 1989. Interns work as teaching assistants. No compensation in 94-95; in past, compensation has come from staff development funds. Only Fullerton reported interns for 94-95.

College	Contact	# of Interns	Comments
Palomar "Teaching Intern Program"	Candace Francis (619) 744-1150	6	Started 1993-94 with Chancellor's Office grant. Interns serve two terms: first as T.A. ($300 stipend), then as pt faculty teacher of record. This pattern was the model for San Diego regional internship project.
Peralta "Faculty Diversity Internship Program"	Jacob Ng (510) 464-3145	11	In its third year. Interns are pt faculty usually at lowest step on scale. Each has a regular faculty mentor. Only Alameda and Laney took interns for 94-95.
Sierra "Faculty Internship Program"	Lula Morris (916) 781-0446	2	Started Fall 1992. Interns work as teaching assistants, receive $1,000 stipend. They must have master's or be at least half-way through master's program.
Sonoma County ""Minority Internship Program"	Barbara Forrest (707) 524-1510	3	In conjunction with graduate program at Sonoma State U. Interns serve two terms - first term observing (no compensation), second term teaching ($1,000 stipend).
State Center "Staff Diversity Intern Program"	Arthur Ellish (209) 442-8266	8	Started as consortium of five colleges with Chancellor's Office grant in 1992-93, and since continued by State Center alone. Employs interns at 50% load, as regular faculty teachers of record, $6,250 per term.
Yosemite "Faculty and Staff Diversity Internship Program"	Vanesse Metcalf (209) 575-6710	1	New program. Interns employed as teaching assistants to work with regular faculty mentors; interns get $500 stipend.
Total Interns Placed by Diversity-oriented District Programs in 1994-95:		**96**	

Program Starting in 1996:

Ventura "Mentorship Program"	Delois Flowers (805) 986-5818		Participants will apparently work as teaching assistants for one term and will receive not more than $700.

Colleges With No Interns

Forty-seven colleges (44.3 percent of the total) reported no faculty or teaching interns of any sort during 1994-95. (It is possible that even some of these had a few unpaid or informal interns that the survey responder was not aware of.)

One disturbing aspect of this finding is that 10 of these colleges were in districts that belonged to one of the regional coordinating faculty internship consortia. Since a representative of each consortium district signed an intent-to-participate form as part of the project application, this means some colleges are not carrying out their declared intentions.

However, six colleges that had no interns for 1994-95 indicated they planned to have one or more in 1995-96. This included two colleges that already belonged to regional consortia (Gavilan and Cypress) and one college that is joining a regional consortium this year (Solano). Besides these, the three-college Ventura district has announced the start of a diversity internship program for Spring 1996, and has already begun accepting and screening applications.

Two other colleges in the "no interns" group reported they are currently developing internship programs (Allan Hancock and College of the Canyons), but did not say when the first interns were expected to be placed.

Three colleges in two districts reported having faculty internship policies, but no interns in place. This included Merritt and Vista in the Peralta districts, which adapted a very complete and well-structured internship policy in June 1992, but has apparently managed to place interns in only half of its four colleges.

Five other colleges indicated they have had internships in the past, and several indicated they have explored the possibility, but gave various reasons for discontinuing or not establishing a program:

1) Lack of Money. This was the most-cited problem. Internship programs usually mean expenses for mentor stipends, administrative costs, and, if the interns are assigned as teaching assistants rather than part-time faculty, for intern salaries or stipends. Some districts say they cannot afford these costs without a special source of revenue.

2) Lack of Clear Responsibility. A few colleges commented that everyone likes the idea, but that no one's been assigned to "do it," or that turnover in management positions has derailed efforts.

3. Bargaining or Governance Problems. Faculty organizations (both unions and senates) need to be assured that the use of interns will not jeopardize any existing part-time faculty positions, or the privilege of full-time faculty to

claim overload assignments. In periods of cutbacks, if such assurances are lacking, they may resist internship programs. (Even though faculty organizations are generally supportive in principle.) Furthermore, all interns must have mentors, and compensation for mentoring is a bargainable issue that has not been agreed upon everywhere.

4. Lack of Graduate Students in Relevant Fields. Two colleges reported that while applications were plentiful in the social sciences, interested graduate students from underrepresented groups were hard to find in the physical sciences and mathematics, where the recruitment needs were.

5. Geographical Isolation. Mention was made of the difficulty for colleges that are several hours driving time from the nearest graduate school. Indeed, experience seems to bear out that this could be a concern: one rural college belonging to the Northern California regional consortium, for lack of graduate students, resorted to placing classified employees or community members whom regular faculty, as represented by the local academic senate, felt did not meet minimum qualifications. This led to considerable friction.

Internship Conditions

Employment Status

Table E on the pages following this section shows employment status of interns as well as displaying intern and mentor compensation at all colleges.

Of the 59 colleges with one or more intern during 1994-95, ten had only counseling interns or interns that were placed to fill some departmental need, but were not part of a diversity-oriented program. These will be discounted from the following discussion.

Among the remaining 49 colleges, the most frequent employment status for faculty interns was as teaching or service assistants. In this capacity, interns may not serve as teachers of record or provide instruction without the continuous presence of a regularly qualified instructor. This was the case at 31 colleges, or 63 percent of the colleges with diversity interns.

At ten colleges, or 20 percent, the interns were classified as part-time faculty. (At one college, some interns were teaching assistants and some were part-time faculty.)

Kings River and Fresno City, of the State Center Community College District, have a special classification for their faculty interns. The lucky diversity interns at State Center receive half-time assignments as "regular adjunct faculty," thus acquiring a

status somewhere in between an hourly part-time instructor and a probationary tenure-track faculty member, but with most of the perquisites the latter enjoy.

Most of the colleges in the San Diego Area Regional Coordinating Faculty Internship Project (San Diego City, San Diego Mesa, San Diego Miramar, Southwestern, MiraCosta, and Palomar) use a dual approach to interns' employment status. Interns are employed for a year; during the first semester they are teaching assistants, and during the second semester they are part-time faculty teaching independently.

Table E: Intern & Mentor Compensation, 1994-95				
College	Number of Interns	Intern Compensation Per Term	Mentor Compensation Per Term	Comments
Alameda	6	Part-time hourly scale; usually lowest step, $34/hr.	Difference between intern's rate and highest step on hourly scale ($52/hr)	Peralta is the only district that bases mentor compensation on this calculation. Actual mentor comp. typically $900-1,000.
American River	3	$1,000	$500	Interns are teaching assistants.
Butte	27	$500 for the three diversity interns.	$500 for mentors of diversity interns only.	24 interns are employed by depts. as pt faculty, not for diversity.
Cerritos	16	$600	$0	14 diversity interns through local program; 2 through regional project; all get same stipend
Chabot	2	approx. $1,655	$800	Interns are employed as pt faculty. Mentor stipend comes from regional internship project grant.
Chaffey	6	pt hourly rate plus $100 stipend for workshop	$500	Interns are compensated for special pre-term training workshop.
Columbia	1	$0	0	One unpaid counseling intern.

College	# of Interns	Intern Compensation	Mentor Compensation	Comments
Compton	2	first 3 weeks—$0; rest of first term, 30% of lowest step on pt scale; higher % in later terms	first 3 weeks—lowest step on pt hourly scale; rest of first term, 70% of that rate; second term, 50%	Based on presumption mentor does all teaching first 3 weeks and continues to be physically present at all times, but gradually intern teaches more.
Contra Costa	3	$0	$0	Unpaid graduate students.
Cosumnes River	7	4 diversity interns--$1,000; 3 English dept. interns—$0	diversity mentors—$500; English dept. mentors—$0	
Cuesta	2	$0	$0	
Cuyamaca	2	pt hourly scale	$250	
DeAnza	7	hourly aide rate	$0	Grad students employed as casual hourly helpers in developmental English.
Diablo Valley	2	pt hourly scale	$500	
East Los Angeles	2	$800	$800	Interns are teaching assistants.
El Camino	3	$600	$600	Partially funded by corporate donation.
Evergreen	2	pt hourly scale	$0	
Fresno City	5	$6,250	$1,000	Interns have 50% assignment on regular salary scale. Only district with this arrangement.

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College	# of Interns	Intern Compensation	Mentor Compensation	Comments
Fullerton	15	$0	$0	Interns and mentors were paid in prior years when budget was available.
Golden West	1	$600	$600	Interns are teaching assts.
Grossmont	5	pt hourly scale	$250	
Hartnell	1	pt hourly scale	$0	
Kings River	3	$6,250	$1,000	Interns have 50% assignment on regular salary scale. Only district with this arrangement.
Laney	6	Part-time hourly scale; usually lowest step, $34/hr.	Difference between intern's rate and highest step on hourly scale ($52/hr)	Peralta is the only district that bases mentor compensation on this calculation. Actual mentor comp. typically $900-1,000.
Las Positas	1	regular pt hourly rate	$800	Mentor stipend comes from diversity funds and regional internship project grant.
Long Beach	2	$600	$0	
Los Angeles City	2	$800	$800	Interns are teaching assistants.
Los Angeles Harbor	2	$800	$800	Interns are teaching assistants.
Los Angeles Mission	2	$800	$800	Interns are teaching assistants.
Los Angeles Pierce	2	$800	$800	Interns are teaching assistants.

College	# of Interns	Intern Compensation	Mentor Compensation	Comments
Los Angeles Southwest	2	$800	$800	Interns are teaching assistants.
Los Angeles Trade-Tech	2	$800	$800	Interns are teaching assistants.
Los Angeles Valley	2	$800	$800	Interns are teaching assistants.
Marin	2	$0	$0	Unpaid graduate students.
MiraCosta	4	$300 first term; pt hourly scale second term	$300 and time off in Spring.	
Modesto	1	$500	$100 ft faculty	
Mt. San Antonio	2	$600	$0	Mentors have volunteered.
Ohlone	1	$0	$300	
Palomar	10	$300 first term; pt hourly scale second term	$250	Interns are assts. first term, teachers of record second term.
Rancho Santiago	36	5 diversity interns—$600; 31 audiology & speech pathology interns—$0	$0	Mentors volunteer.
Redwoods	3	$500	$500	
Rio Hondo	3	$600	$0	Mentors volunteer.
Riverside	48	$0	$0	40 interns in cosmetology.
Sacramento City	3	$1,000	$500	Interns are teaching assistants.

College	# of Interns	Intern Compensation	Mentor Compensation	Comments
San Diego City	2	$300 first term; pt hourly scale second term	$500	Interns are assts. first term, teachers of record second term.
San Diego Mesa	4	$300 first term; pt hourly scale second term	$250	Interns are assts. first term, teachers of record second term.
San Diego Miramar	3	$300 first term; pt hourly scale second term	$250	Interns are assts. first term, teachers of record second term.
San Francisco City	1	$0	$0	
San Mateo	17	$0	$0	Counseling interns only.
Santa Monica	5	$0	$0	Counseling interns only.
Santa Rosa	3	$0 first term, $1,000 second term	$250	Intern observes first term, teaches independently second term.
Shasta	2	$500	$500	
Sierra	2	$1,000	$500	
Siskiyous	4	$300, or pt hourly scale	$300	Some interns are teaching assistants, some pt faculty.
Southwestern	3	$300 first term; $600 second term	$0	Mentors receive flex credit.
Victor Valley	3	$0	$500	Grant from Fund for Instructional Improvement—only English dept. involved.

College	# of Interns	Intern Compensation	Mentor Compensation	Comments
West Los Angeles	2	$800	$800	
West Valley	5	$0	$800	
Yuba	1	$500	$800	

Intern Compensation

Table E on the immediately preceding pages shows intern and mentor compensation.

The interns at the State Center district are the highest compensated, with a stipend of $6,250 per term for a 50 percent teaching assignment.

At the districts that employ interns as part-time faculty, salary placement is made according to the established hourly salary scale. Usually this means the lowest or close to the lowest step for an intern, since he or she does not yet have a master's degree. At one college, Chaffey, interns receive an additional $100 for attending a special two-day pre-semester training workshop.

In the San Diego regional internship project, the interns receive a flat $300 stipend for the first term, during which they observe and act as assistants. In the second term they are paid according to their placement on the hourly part-time faculty scale. A similar type of arrangement exists at Santa Rosa Junior College, where diversity interns drawn from Sonoma State University get no compensation the first term and $1,000 for the second term, during which they are expected to teach a substantial number of class sessions.

The compensation arrangement at Compton is unique. Here the intern is employed as a teaching assistant, but the internship is compensated at the lowest step of the part-time hourly faculty scale. This compensation is split between the intern and his or her mentor according to the following schedule: first three weeks, 100% to mentor; rest of first term, 70% to mentor, 30% to intern; subsequent terms, 50% to intern, 50% to mentor. This unusual arrangement, incorporated into the faculty union contract, is based on the presumption that initially the mentor will do most of the work associated with the course, and gradually the intern will pick up more of the load.

As noted in the previous section, most colleges employ their diversity interns as teaching assistants. Among these, the range of compensation is from $0 to $1,000 per term. The average compensation per college is approximately $634 per term. However, the average compensation per intern is approximately $543. This average is brought down somewhat by the presence of significant numbers of unpaid diversity interns at Fullerton and West Valley.

Mentor Compensation

At the 49 colleges that had diversity interns in 1994-95, payment for their full-time faculty mentors ranged from $0 to $1,000 per term.

There were nine colleges where faculty mentors volunteered without any compensation.

The highest mentor compensation of $1,000 a term was paid in the State Center district, which also had the highest intern compensation, because it was the only district where interns worked a 50 percent load.

The average mentor compensation per college was approximately $459 per term. However, the average mentor compensation per intern was lower, at approximately $365 per term. Again, this figure was brought down by the presence of substantial numbers of interns at the colleges where mentors volunteered their services.

The Peralta district used an unusual method of determining mentor compensation. Each internship was budgeted at the highest step of the hourly part-time faculty scale ($52). The interns were paid at the step they were actually entitled to according to their appropriate placement on the scale, usually the lowest step at $34/hr. The mentor then received the difference between the intern's actual pay and the highest step on the scale. In practice, this generally amounted to compensation of $900 to $1,000 per term for the mentor.

The Compton district, as explained above in the section on "Intern Compensation," had a unique salary sharing arrangement which resulted in the mentor getting the lion's share of the part-time hourly compensation in the early stages of the internship, with the intern gradually receiving a greater percentage.

The Yosemite district only paid full-time mentors a $100 stipend, but adopted a policy of paying a mentor who was a part-time faculty member a higher stipend of $250 simply because the part-timer had more need for compensation.

Amount of Mentoring

Responses to the survey question on "number of hours of mentor contact" were often difficult to interpret, because at the majority of colleges, interns were in the classroom as teaching assistants along with their mentors throughout the term. Although responses were mixed, numerous colleges appeared to be saying that in addition to actual classroom time, interns serving as teaching assistants had one to two hours of other contact with the mentor each week.

At colleges where interns worked as part-time faculty members, the reported number of hours of mentor contact per term ranged from 8 at Hartnell (equivalent to half an hour per week) to 48 at Fresno City (3 hours per week). At Fresno City (the State Center district), mentors and interns receive the highest compensation in the state, and interns have the most substantial teaching assignments in the state.

Although responses here were also somewhat confusing, colleges employing interns as part-time faculty members appeared to report an average of about one and a third hours per week of contact between intern and mentor.

Supplemental Training

The four "regional coordinating faculty internship projects" each offer special training to participating interns. (See section on "Progress of the Regional Projects.")

The only independent district internship program that reported offering a comparable level of supplemental training for interns was Los Angeles's "Project MATCH." In this program, the interns attend a ten-day session program of evening training workshops over the summer, before their assignment starts. The training covers the basic of community college instruction, including such topics as preparing a syllabus, managing the classroom environment, testing and evaluation students, etc. The summer training is followed by several Saturday workshops on selected teaching problems and issues, offered during the academic year.

Chaffey also provides a mandatory two-day pre-semester training workshop for its interns, taught by regular faculty. In addition, each intern is videotaped delivering a mock lesson, which is then critiqued in a group setting.

Sierra College provides its interns with an "Instructional Skills Workshop," which similarly includes group critiques of mock lessons. Cerritos provides special training on "Classroom Assessment Techniques."

Numerous other colleges that have diversity interns report that they provide a special orientation, and encourage interns to participate in appropriate flex and staff development activities. Finally, one more form of supplemental training often reported for interns is attendance at department and division meetings.

Background and Growth of Internship Programs

The Partial Fulfillment Credential

Under the credentials system, which was repealed effective July 1, 1990, a "Partial Fulfillment" credential could be obtained by a person who had not yet completed his or her master's degree. (Or, in vocational fields, by a person who had not yet completed the required pedagogical training.) More than 38,000 of these credentials were issued to instructors, counselors, and librarians from 1970 to 1990. They could be renewed several times, authorizing the holder to serve up to a total of eight years while in process of completing all requirements for the regular

credential. Using this provision, many colleges occasionally hired graduate students in various disciplines as part-time instructors.

Originally, the Partial Fulfillment credential was used as a recruitment tool mainly at the departmental level, according to discipline needs. However, during the 1980's, as targeted affirmative action recruitment efforts proliferated, some colleges developed organized, institutionally managed internship projects specifically intended to give experience to promising graduate students from underrepresented groups. In some cases, the Partial Fulfillment credential was a tool to facilitate these programs. For instance, when San Joaquin Delta College created its diversity internship program in 1989-90, the first batch of interns were all qualified through either Partial Fulfillment or Limited Service credentials.

When the entire credentials system was repealed by AB 1725 (effective July 1, 1990), there was no longer any Partial Fulfillment credential, and no immediate replacement for it.

AB 1725's Internship Provisions

The major community college reform bill of 1988, AB 1725, included a provision intended to encourage faculty internships (Section 66). This provision said that, "The governing board of each district may determine whether it would be beneficial for various community college departments to enter into agreements with the analogous graduate department at the University of California or California State University campus closest in proximity to the community college, to provide part-time temporary teaching positions in the district for advanced university graduate students."

The Legislature suggested that the purpose of such arrangements would be two-fold:

> (1) Be a form of financial aid to the graduate students, especially for minority and disadvantaged students.
> (2) Provide access to graduate students who wish to enter into the teaching profession at the community college level.

Although the bill left the development of an internship program entirely to the discretion of local boards, it did state that, if such a program were instituted, it must select "advanced graduate students who qualify for employment in positions requiring certification." However, because of the abolition of the credentials system and the adoption of the new minimum qualifications system, there was not immediately any way for a graduate student to legally qualify as a community college instructor before finishing his or her master's degree.

SB 9 and the Board's Intern Regulations

In order to carry out the intent of AB 1725, the Chancellor's Office worked with representatives of the affirmative action consortiums, chief instructional officers, human resources officers, and faculty organizations to devise a statutory authorization for faculty interns. An old section of the Education Code relating to students in "teacher training programs" was taken over and rewritten for this purpose, first by SB 2298 in 1990 and then clarified by SB 9 in 1991.

This section, Education Code Section 87487, established that community college districts could employ faculty interns who did not meet the regular minimum qualifications, as long as they are at least half-way through the courseware for a master's or higher degree which will meet the MQ's once they complete it. However, each intern must have a regular faculty mentor who is to provide "substantial direct in-class supervision and evaluation of interns' teaching capabilities." A faculty internship is limited to a maximum of two years under this law.

In January, 1992, the Board of Governors adopted Title 5 regulations (Sections 53500-53502) echoing the language of the Education Code. The Board's regulations also stated the purposes for which faculty internships should be established: to enhance recruitment in areas of expected faculty shortage; and to enhance faculty diversity.

The text of the Board's regulations is found in Appendix B.

The Two Employment Statuses of Interns, and Clarification of T.5 Regs

SB 9 and the Board's regulations were intended to make it legal for districts, as they had formerly done using the Partial Fulfillment credential, to place a graduate student in the classroom as the legally qualified instructor of record, with independent responsibility for conducting the class and assigning grades. (Although, under the new law, the intern would have to at least receive several classroom visits from a mentor.) However, even before this law was adopted there were some internship programs that employed graduate students as teaching assistants, helping in the classroom of a regularly qualified instructor who was always present as teacher of record.

Such an internship does not require any special authorization by law, because the intern is not the instructor of record on whose legal qualifications the apportionment depends. Interns of this type go by various names—faculty interns, teaching interns, student teachers, teaching assistants—but, if they are compensated, their employment status is that of casual, temporary workers, neither

faculty members nor members of the classified service for purposes of law (as authorized by Education Code 88003).

For instance, the Los Rios Community College District's "Internship Program for Ethnic Minorities and Women" started in 1989. Persons selected for this program do not necessarily have to be graduate students (they could be persons who already meet the minimum qualifications, or who qualify in a vocational field), are paid a flat $1,000 stipend, are not part-time faculty, and assume only as much classroom responsibility as their regular faculty mentor, who is always present, decides.

Confusion arose early on about which interns were covered by the Title 5 regulations. In reality, those regulations had no effect on the "teaching assistant" type of intern, but in order to make this more clear, the Board in July 1994 adopted a technical amendment stating that:

> For purposes of this Subchapter, the term "faculty intern" does not include any person, no matter how designated, who only assists in a class taught by a regularly qualified faculty member, and who has no independent responsibility for instruction or supervision of students. Such a person may be termed an "intern," and may serve as a volunteer or receive a stipend according to policies established by the district.

The Academic Senate Model

The statewide Academic Senate's Educational Policy Committee prepared a paper on faculty internships, which was adopted by plenary resolution in Spring 1992. ("Graduate Students as Interns in the California Community Colleges: A Model.") Although this paper sets forth a detailed model, it does not seem to have had a very extensive influence in the field, probably because it focuses only on the "instructor of record" intern. The Senate's model was largely adopted by the Peralta district for its faculty internship policy, and to a lesser extent by the Contra Costa district.

The Senate's model sets forth suggested selection criteria and responsibilities for interns, similar to what one would expect of new probationary faculty, and outlines the duties of mentors, including a recommendation that mentors attend the intern's class at least once a week until they are satisfied the intern can function independently.

This model also suggests a set of "responsibilities of the college of service," including providing a supportive atmosphere, clerical support, etc., which many regular part-time faculty would like to have. In addition, the Senate strongly recommends that mentors be compensated for mentoring, although the Human

Resources Division survey shows that mentors do volunteer their services without extra pay at a number of colleges.

The area in which the Academic Senate's model appears to correspond least accurately with present practice is its extensive discussion of intern recruitment, which places responsibility for finding and bringing aboard the interns squarely with local senates and academic departments. In reality, it has usually been affirmative action officers or occasionally, other college administrators, who have been instrumental in starting internship programs, developing the liaisons with graduate schools, and recruiting and selecting the interns.

The Diversity "Special Projects" and the Regional Grants

The Faculty and Staff Diversity Fund was created by AB 1725 and originally funded at $1 million, later raised to its present level of approximately $1.8 million. Out of this money, a portion was set aside each year for four years for "special project" grants to foster diversity. The amount set aside for these special projects rose from $100,000 in 1990-91 to slightly more than $250,000 in 1993-94. A total of 37 grants were awarded over four years. These grants were chosen in an open competitive process.

Although the special projects could be special recruitment efforts, sensitivity training, or efforts focusing on improving the selection process, an analysis showed that almost two-thirds of all the projects actually funded through these "special project" grants were for internship programs. In fact, 16 districts started diversity internship efforts with "special project" money, and some received grants more than once. (Of these projects, only about a fourth persisted after the special State funding ended.) Clearly, internships were the most-requested use of the special reserved funds.

Therefore, starting in 1994-95, the general competitive "special projects" diversity grant program was discontinued, as it had in any case grown too administratively cumbersome for the staff resources of the Human Resources Division. However, $100,000 was set aside specifically for "regional coordinating faculty internship projects," in the hope that such a regionalized approach would prove more efficient than the individual district programs that had been supported in prior years.

A Request for Proposals was issued and four applications were received in April 1994, requesting a total of more than $220,000. All four proposals received some funding, but amounts requested for most of them were reduced substantially, since only $100,000 was available. At the urging of district personnel involved in establishing these consortial projects, an intent to provide funds for two years was indicated, and in 1995 a new request for proposals was issued indicating that preference would be given to continued funding of the four existing projects as long

as they were performing satisfactorily. All four projects (and no new projects) were refunded for 1995-96. An additional $33,600 was recaptured from general apportionment's to the Faculty and Staff Diversity Fund as a result of a few districts' failing to meet their "full time/part time instructor ratio." These additional funds were added to the $100,000 set aside for the internship programs, enabling the second year grants to be slightly larger.

More discussion of the regional projects will be found in the section on "Progress of the Regional Projects" (page 38).

Inclusion of Vocational Disciplines

The original provisions of AB 1725 and SB 9 pertaining to interns were constructed to apply only to academic disciplines—since they required that all interns be at least halfway through the coursework for a graduate degree. Vocational faculty members, as well as the California Community College Administrators of Occupational Education, soon expressed concern that vocational disciplines were being inappropriately excluded from these programs.

Initially vocational faculty encountered some opposition within the Academic Senate to the idea of including vocational disciplines in internship programs, because some Executive Committee members were opposed to allowing persons who might not yet have completed an associate degree to teach in a community college. In Spring 1992, the Vocational Education Committee presented a paper discussing the issue, but no supporting resolution was passed. Finally, in Fall 1993, a resolution was adopted asking the Board of Governors to sponsor legislation that would allow internship programs to include vocational disciplines.

The Human Resources Division requested such legislation in 1994; however, it was not actually introduced until 1995, when it was passed as part of a package of higher education technical legislation, AB 446, Archie-Hudson (Chapter 758, Statutes of 1995), signed by Governor Wilson in late September. The new language provides that

> The governing board of any community college district may establish a faculty internship program pursuant to regulations adopted by the board of governors and may employ, as faculty interns within the program, graduate students enrolled in the California State University, the University of California, or any other accredited institution of higher education, or, in vocational and technical fields where a master's degree is not generally expected or available, persons who are within one year of meeting the regular faculty minimum qualifications.

The Human Resources Division will bring to the Board of Governors proposed Title 5 regulation changes to implement the new statutory authorization.

Progress of Regional Internship Projects

Bay Area Project

This project received $32,000 State funding in 1994-95 and was continued at $38,000 for the 1995-96 academic year.

The Bay Area project, headquartered at West Valley College, was the first consortium to be established and was instrumental in convincing the Human Resources Division initially to set aside funds for such projects.

This project was to have included 13 colleges, but only seven colleges actually took interns during 1994-95. Several obstacles were cited, but particularly declining budgets which meant that additional class sections were not available to be assigned to interns, without taking away work from part-time faculty already on staff. However, two more colleges will be participating in 1995-96.

The project director, Monica Flores-Mason, reports:

> Thirteen faculty interns were placed during Spring 1995. At the present time, one intern was hired as a full-time faculty member at a Bay Area community college; two are currently teaching part time and have had interviews for full-time faculty positions at Bay Area community colleges; five are currently teaching part-time at Bay Area community colleges; two will be part-time faculty in Spring 1996; two are continuing as faculty interns during Fall 1995; one is currently completing a Master's degree.
>
> Twelve faculty interns have been placed during Fall 1995 at nine community colleges in seven districts. Seven female and five male interns represent the Asian Indian, Cambodian, Filipino, Japanese-American, Latino, Mexican-American, and Vietnamese populations of the Bay Area. Disciplines represented are biology, chemistry, English, English as a second language, history, math, and minority relations.
>
> On September 16, 1995, Fall 1995 interns met for an orientation and workshops in learning and teaching styles, syllabus design, and lesson design. Spring 1995 interns were also invited. Workshops on applying and interviewing for full-time faculty positions will be presented in early January 1996. A Spring 1996 intern orientation is also scheduled for January 1996.

Los Angeles-Orange County Project

This project was funded at $32,000 for 1994-95 and continued at $38,000 for academic year 1995-96. The project was managed by the Cerritos Community College District in 1994-95; however, fiscal management was transferred to the Rio Hondo Community College District for 1995-96.

This project originally was to have 22 participating colleges, including the colleges of the Los Angeles district. But the Los Angeles district has its own internship program, which is ongoing and successful, and has decided not to merger with the regional project. In addition, the fiscal crisis in Orange County made it impossible for the Coast and Saddleback districts to participate as planned, and severely curtailed the participation of the North Orange district.

A series of Saturday seminars on teaching techniques has been an important feature of this project. Professional consultants, including faculty from the Education Department at California State University, Los Angeles, have been employed to teach these seminars, which are attended by all interns.

The project director, Virginia Romero, reports:

> The Los Angeles/Orange County internship project for the years 1994-95 placed nineteen interns within 23 California community colleges. They represented various cultures, disciplines, and gender (4 Asian, 7 Afro-American, 4 Latinos, and 5 Anglo-Saxon). They represented 14 women and 6 men offering their assistance in the following disciplines: Psychology-5, Sociology-3, Counseling-2, History-2, Criminal Justice Education-1, Biology-1, Business-1, Religion-1, Math-1, Health and Physical Education-1, Anthropology-1, Child Development-1, Economics-1, and Music-1. We have just disseminated applications for the 1995-96 consortium and thus hope to increase our pool for this year.
>
> The consortium has developed four workshops which will be given throughout the year. The first workshop entails an orientation for mentors and interns that will be given general information about the internship program to provide them with more details and impress upon the faculty members the vital role they play in the success of the interns. The seined, third, and fourth workshops contain information about how to deliver your message, teaching strategies and cooperative learning and resume, interviewing techniques, and knowledge of the unwritten rules.
>
> The fourteen participating California community colleges and the ten universities are excited to once more partner and support the policies and practices of creating a diversified work force and equal employment opportunities.

Northern California Project

The Northern California project, headquartered at Butte Community College, involves five isolated northern districts. The smallest project, it was funded at $10,000 for 1994-95 and continued at $19,600 for 1995-96.

This project has had less central coordination that the others. Because of the long distances between participating colleges, each colleges has been on its own as far as locating potential interns. For instance, College of the Redwoods has drawn graduate students from Humboldt State University, Butte and Yuba have drawn from CSU Chico and CSU Sacramento, and College of the Siskiyous has appointed

interns from the community and the ranks of the classified staff. (However, concerns have been raised by the local academic senate about this practice at Siskiyous.)

A noteworthy feature of the Northern California project has been its involvement with a "multicultural institute," a collaborative project of Butte College, CSU Chico, and the Chico Unified School District. This three-day event in January offers various workshops and speakers on the issues of multiculturalism and affirmative action as they affect curriculum, communication, and institutional changes. All of the participating interns attend this event.

Project director Fusako Yokotobi writes:

> At Butte, Matthew Powell, who was assigned to the History department [for 1994-95], was accepted in a Ph.D. program at the University of New Mexico. He is working part time as a T.A. at the university. At Redwoods, one of the interns is working as an adjunct faculty member in sociology and also teaching part time at CSU, Humboldt. At Yuba, the intern is continuing as an intern this fall; at Shasta, the intern is continuing to pursue a master's degree; and at Siskiyous, two of the interns are hired as adjunct faculty members.

San Diego Area Project

This project was funded at $26,000 for academic year 1994-95, and continued at $38,000 for 1995-96. It has placed the greatest number of interns, 27, even though it has only involved eight colleges in five districts. The fiscal agent for the project is the San Diego Community College District, and the project director is President Lou Murillo of San Diego Miramar College, but day-to-day project coordination has been done by Annjennette McFarlin, a faculty member at Grossmont College.

The San Diego project has had the unique advantage of being combined with a course sponsored by California State University at San Diego. A member of the Education Department faculty at that university, Dr. William Piland, who has a national reputation as a community college expert, teaches a graduate course, with sessions twice a month on Friday afternoon, which all the interns (and many of the mentors) attend. The course credit is arranged through the university's Extension office, and the project contracts with Dr. Piland to provide the instruction as part of the interns' learning experience. The course covers problems of community college teaching, such as planning a syllabus, evaluating students, managing cultural differences in the classroom, addressing different learning styles, and so forth.

This project also has the distinction of having won a "Campus-to-Campus Partnership" award from the Board of Governors of the California Community Colleges and the Board of Trustees of the California State University, presented at

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the first joint board meeting of those bodies, October 1995. This award acknowledges an outstanding example of institutional cooperation between the two segments.

The project director, Annjennette McFarlin, writes:

> The San Diego-Imperial County Community College Association project placed a total of 30 interns at six community college [for 1995-96].
>
> The class of interns for the academic year 1995-96 completed four weeks of training during the summer of 1995. During the academic year there are monthly meetings with planned agendas.
>
> One student has been placed into a full time position at Shoreline Community College in Seattle, Washington. All of the other interns that completed the SDICCCA internship for academic year 1994-95 are currently placed in positions as adjunct faculty.

Recommendations

1) Continue State support for internship projects, but shift focus to outcomes.

One hundred thousand dollars was originally set aside for "regional coordinating faculty internship projects in 1994-95. The initial Request for Proposals placed major emphasis on the number of colleges that would be involved in a "regional" effort. For 1995-96, a subsequent Request for Proposals included an assumption of automatic second-year funding for the four existing projects, as long as they submitted all required reports, and without requiring that they justify their success to date, either in number of interns placed or number of program completers who had found regular employment.

The experience of the first two years of these "regional internship projects" would seem to indicate that the sheer number of colleges saying they intend to participate is not the best gauge of likely program success. The project with potentially the largest number of participating colleges, the Los Angles-Orange County project, placed only a moderate number of interns. The San Diego project, with far fewer colleges and funded at a lower level, placed substantially more. The Northern California project, with only five isolated colleges and a small amount of funding, placed as many interns as the Bay Area project, with its potentially far greater resources.

It is recommended, therefore, that special support for internship projects continue in 1996-97, but that a new competitive RFP be issued, placing foremost emphasis on the number of interns that can effectively be placed, regardless of whether the project is sponsored by one college or a large consortium; and also placing

emphasis on demonstrable likelihood of intern program completers' being hired in regular full- or part-time positions.

It is further recommended that the advisability of increasing the $100,000 set aside for support of internships be discussed with the regional affirmative action consortiums.

2) Collect better data on what happens to interns after their internship period.

At present there is only haphazard, anecdotal evidence regarding the outcomes of internship programs, as measured in regular full- or part-time hires. The Chancellor's Office should require that follow-up information be submitted by each specially funded internship project, and should seek to obtain such information also from locally sponsored internship programs.

3) Request Academic Senate to sponsor workshops on internship.

In 1995, a presentation on "how to start an internship program" at the Chancellor's Office annual Spring Conference was well-attended. However, it has been several years since the Academic Senate has offered a session on internships at its semi-annual conference. Full-Time faculty need to be more active in getting diversity internships set up on their local campuses. Breakout sessions could be arranged by the Senate's Cultural Diversity/Affirmative Action Committee to inform and encourage faculty about the options for different sorts of programs.

The California Community College Council on Staff Development (4C/SD) could also be a resource in disseminating models for internship.

4) Encourage use of flex time to compensate mentors.

As shown on Table E, one district used "flex credit" to compensate mentors. This is credit for instructional improvement activities faculty must perform in lieu of instruction for a designated number of days each year, in most districts. To the extent cash compensation for mentors may be a budget obstacle to establishing internship programs in some locations, the use of "flex credit" should be encouraged. Mentoring teaching interns or junior faculty is an activity plainly appropriate within the scope of existing regulations governing the flex program.

In addition, if revisions are made to flex program regulations, a provision could be added specifying that mentoring is an appropriate activity for flex credit.

5) Adopt regulations authorizing vocational interns.

As discussed in the section on "Inclusion of Vocational Disciplines" (page 37), a bill was passed and signed into law in September 1995 amending the Education Code to allow persons who are within one year of completing the minimum qualifications for a vocational discipline to participate in faculty internship programs.

Since under representation of women and ethnic minorities has been endemic in many vocational areas, this authorization could be an important addition to some of the internship programs around the state.

In order to effectuate the Legislature's authorization, the Board now needs to amend its own Title 5 regulations, which are based directly on statute. An agenda item proposing such an amendment will be presented to the Board.

Following adoption of the regulation change, districts and local senates should be encouraged to attempt to find qualified diversity interns for vocational fields.

6) Seek additional sources of funding, including encouraging districts to consider the use of faculty and staff development funds.

Since the Faculty and Staff Diversity Fund is small ($1.5 million for the entire system, including systemwide support and technical functions such as the Registry and technical assistance reviews), it has only been possible to set aside $100,000 annually for regional internship programs. This amount has been supplemented by a small additional trickle of funding recaptured from districts that failed to achieve their mandated "full-time/part-time" faculty ratios. However, additional efforts need to be made to prepare a request for a budget augmentation through the regular State process, and/or to submit proposals for grant support through foundations or corporate sponsors. The present regional project directors should take a lead role in such efforts.

Only one district mentioned specifically in the survey that it was drawing on its Faculty and Staff *Development* (as opposed to *Diversity*) Fund allocation to support mentor stipends. Although this fund is subject to many other pressing demands, it is substantial in size compared to the diversity fund (about three and one-half times as large). Colleges may wish to consider whether it represents a supplemental financial source they can utilize for faculty internship programs.

Appendix A

Survey Questionnaire and Transmittal

CHANCELLOR'S OFFICE

CALIFORNIA COMMUNITY COLLEGES
1107 NINTH STREET
SACRAMENTO, CA 95814
(916) 445-8752

April 17, 1995

TO: Chief Instructional Officers
Chief Human Resources Officers

FROM: Maria C. Sheehan
Vice Chancellor, Human Resources

SUBJECT: Survey of Faculty Internships

Recently much interest has been shown by the Board of Governors, the Chancellor's Task Force on Faculty and Staff Diversity and Development, and members of the regional human resources consortia, in the subject of teaching internships: Who has them? How are they working? What can we do to encourage them?

Thirty districts are participating in four "regional coordinating faculty internship projects." However, some of these, as well as other districts, have their own internship programs developed apart from any consortium.

In order to inform the Board of Governors and the community college field at large, and to provide information to interested graduate students, especially from historically underrepresented groups, we would appreciate your filling out and returning the attached survey along with any printed information you may have on internships at your college.

Please return the survey, even if you have no internships, by May 19 to Charlie Klein at the address above. If you have any questions or comments, you may phone Charlie at (916) 445-4236.

Thank you for your assistance.

CALIFORNIA COMMUNITY COLLEGES

TEACHING INTERNSHIP SURVEY APRIL 1995

District_____ College_____

BASICS

1. Does your college have, or participate in, a teaching internship program?

   ☐ Yes ☐ No

2. Name, title, and telephone number of internship coordinator or contact:

   _____

   _____

3. Number of interns assigned in 1994-95 _____

4. Approx. number expected in 1995-96 _____

5. Funding source(s) _____

   _____

   _____

6. Most frequent disciplines for interns:

   _____

   _____

ASSIGN-MENTS

7. Interns' employment status:

   ☐ PT Faculty (teacher of record) ☐ Teaching Asst. (continual supervision)

   ☐ Student Teacher (formal part of graduate program in education)

   ☐ Other, explain: _____

   _____

8. Four-year colleges drawn from: _____

   _____

PLEASE SEE REVERSE

COMPENSATION AND MENTORING

9. Intern Compensation (per term): _____

10. Do all interns have an assigned mentor? _____

11. Average hours of mentor contact per term: _____

12. Mentor compensation per term: _____

13. Other training available to interns: _____

COMMENTS

EXPLANATIONS, BACKGROUND, NEEDS, ETC.:

Name & Phone of Survey Completer: _____

Please return this survey form to:

Charlie Klein, Human Resources Unit
California Community Colleges
1107 Ninth Street, Sacramento, CA 95814
tel. (916) 445-4236

PLEASE ENCLOSE A COPY OF ANY BROCHURE OR LITERATURE YOU HAVE ON YOUR INTERNSHIPS. THANK YOU!

Appendix B

Title 5 Regulations on Faculty Interns

Regulations on Faculty Interns

California Code of Regulations
Title 5, Division 6, Chapter 4, Subchapter 5

Subchapter 5. Faculty Internship Programs

§ 53500. General Authority.

The governing board of any community college district may establish a faculty internship program pursuant to the provisions of this Subchapter and Section 87487 of the Education Code. In accordance therewith, governing boards may employ, as faculty interns within the program, graduate students enrolled in the California State University, the University of California, or any other accredited institution of higher education subject to Chapter 3 (commencing with Section 94300) of Part 59 of the Education Code. A student employed as a faculty intern shall be employed as a temporary faculty member under Section 87482.5 of the Education Code, and shall meet the minimum qualifications specified in Section 53502.

For purposes of this Subchapter, the term "faculty intern" does not include any person, no matter how designated, who only assists in a class taught by a regularly qualified faculty member, and who has no independent responsibility for instruction or supervision of students. Such a person may be termed an "intern," and may serve as a volunteer or receive a stipend according to policies established by the district.

NOTE: Authority cited: Sections 70901 and 87487, Education Code. Reference: Section 87487, Education Code.

HISTORY

1. New section filed 4–3–92; operative 5–4–92 (Register 92, No. 15).
2. Amendment filed 9–6–94; operative 10–6–94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

§ 53501. Purposes.

The purposes of the faculty internship shall include, but not be limited to, the following:

(a) To enhance the recruitment of qualified persons pursuing the master's or doctoral degrees, or both, into faculty positions in community colleges in California, particularly for disciplines for which recruitment is difficult and for disciplines in which a shortage of qualified faculty is anticipated. In order to accomplish this purpose, the internship program shall serve to introduce graduate students, before they approach the end of their graduate studies, to the community college environment and student population.

(b) To enhance community college efforts toward building a diverse and representative faculty. In order to accomplish this purpose, the internship program shall place special emphasis on locating and attracting qualified graduate students who are members of underrepresented groups.

NOTE: Authority cited: Sections 70901, 87105 and 87487, Education Code. Reference: Sections 87101 and 87487, Education Code.

HISTORY

1. New section filed 4–3–92; operative 5–4–92 (Register 92, No. 15).

§ 53502. Minimum Qualifications.

A student employed as a faculty intern shall meet the following minimum qualifications:

(a) Faculty interns shall be enrolled in a master's or doctoral program at the University of California, the California State University, or any other accredited institution of higher education subject to Chapter 3 (commencing with Section 94300) of Part 59 of the Education Code, and shall have completed at least one-half of the coursework, or the equivalent, in that graduate program.

(b) Faculty interns shall only be assigned to teach or to serve in a discipline in which they would be legally qualified to teach or render service upon completion of their graduate studies. A faculty intern shall be limited to two years of participation in the program.

(c) Each faculty intern shall serve under the direct supervision of a mentor who is legally qualified to teach the course or render the service that the faculty intern is providing. The district governing board shall ensure that faculty mentors provide substantial direct in-class supervision and evaluation of interns' teaching capabilities. The mentor shall have no other assigned duties during the time that the faculty intern is teaching or rendering service. The mentor is responsible for providing direct monitoring and systematic contact with the faculty intern.

NOTE: Authority cited: Sections 70901 and 87487, Education Code. Reference: Sections 70901 and 87487, Education Code.

HISTORY

1. New section filed 4–3–92; operative 5–4–92 (Register 92, No. 15).

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